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ORTHOGRAPHIC AND GRAMMATICAL FEATURES OF WORD CLASSES (CONJUNCTIONS) IN THE KAZAKH LANGUAGE

In our language, some words focus only on nouns or subjunctive clauses, which give the word a grammatical meaning, add tone to them, reveal their implications and importance. This article describes the spelling of word classes in the Kazakh language, orthographic features of some conjunctions – homonymic series, difference from other parts of speech, correct spelling (together, separately), grammatical features, use in language, meaning in combination with preceding words. The external personality is similar to some ending words. We will only ask a question about the word that comes before it. For example, this year I am also writing a dissertation (who is writing a diploma – I am?). – I have a very interesting book called «From childhood to Wisdom». (Who has the book? – I have).

The locative case has endings (да, де, та, те – and, both... and, as well as, not only, but also) with coordinating conjunctions the location of a person or object, interrogative conjunctions-particles (ма, ме, ба, бе, па, пе – if, really, is, really) with this personal negative suffix phrase: the lexical-semantic character and grammatical features of the ending words were considered in comparison with the suffix, so as not to confuse the instrumental cases either (мен, бен – so, within) with the coordinating conjunctions. It is proved by examples that if you answer these questions, the suffix will be written together with the same word. And in which case there will be a conjunction, the general meaning of the sentence will not be violated, although the conjunction will be lowered, it was considered with concrete data and evidence. A number of words used in the negative sense are also revealed, as well as the differences, features and spelling of coordinating conjunctions – particles (ма, ме, ба, бе, па, пе – if, whether, really) at the end of an interrogative sentence.

Key words: word classes of conjunctions, spelling, orthography, additional tone, grammatical meaning, grammatical function words.

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Қазақ тіліндегі шылаулардың жазылуындағы орфографиялық, грамматикалық ерекшеліктер

Тілімізде атауыш сөздердің жетегінде ғана жүріп, сол сөзге грамматикалық мағына үстеп оларға қосымша рең үстеп, мағыналары мен маңызын аша түсетін көмекшілік қызмет атқаратын сөздер бар. Мақалада қазақ тіліндегі шылаулардың жазылу емлесі, орфографиялық ерекшелігі кейбір шылаулардың омонимдік қатары, басқа сөз таптарынан айырмашылығы, дұрыс жазылуы (бірге, бөлек жазылуы), тілдегі қолданысы мен грамматикалық ерекшеліктері, өзінің алдында тұрған сөздермен тіркескенде білдіретін мағынасы сөз болады. Шылаудың негізгі қызметі сөз бен сөзді, сөйлем мен сөйлемді байланыстыру, өзінің алдында тұрған сөзге грамматикалық мағына үстеу, қосымша рең беру, олардың мағынасы атауыш сөздермен тіркескенде ғана анықталады. Сыртқы тұлғасы жағынан кейбір жалғауларға ұқсас болып келеді. Тілдегі қолданыста шылау мен жалғаудың айырмашылығын анықтау үшін сұрақ қоямыз. Жалғау жалғанған сөзге сұрақ қою мүмкін. Ал шылаудың өзіне сұрақ қоя алмаймыз. Тек өзінің алдында тұрған сөзге ғана сұрақ қоямыз. Мысалы: Биыл мен де диплом жұмысын жазып жатырмын (Кім диплом жазып жатыр – Мен?). – Менде «Балалықтан даналыққа дейін» атты өте қызықты кітап бар (Кімде кітап бар? – Менде бар).

Да (де, та, те) шылауымен бір тұлғада келетін жатыс септігінің жалғауымен, ма (ме, ба, бе, па, пе) шылауын өзімен осы тұлғалас болымсыздық мәндегі жұрнақпен; мен (бен, пен) шылауын өзімен тұлғалас көмектес септік жалғауымен шатастырмау үшін аты аталған шылаулардың лексика-семантикалық сипаты мен грамматикалық ерекшеліктері жалғаумен салыстыра отырып қарастырылды. Ол үшін (де, та, те) тұлғасы жалғанып тұрған сөзге кімде? неде? қайда? деген сұрақтар қоямыз. Осы сұрақтарға жауап берсе жалғау болатындығы сол сөзбен

бірге жазылатындығы мысалдармен дәлелденді. Ал қандай жағдайда шылау болатындығы, шылауды түсіріп айтқанмен, сөйлемнің жалпы мағынасы бұзылмайтындығы нақты деректермен, дәлелдермен қарастырылды. Сонымен қатар болымсыздық мәнде жұмсалатын сөздер қатары мен сұраулық сөйлемнің соңында жұмсалатын ма, ме, ба, бе, па, пе шылауларының аражігі, ерекшелігі, жазылуы сөз болды.

Түйін сөздер: шылау, емле, орфография, қосымша рең, грамматикалық мағына, грамматикалық тұлға.

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Орфографические, грамматические особенности написания служебных слов на казахском языке

Изначально в казахском языке служебные слова относились к разряду слов, имеющих лексическое значение и отвечающих на определенный вопрос. Со временем они утратили свое лексическое значение и стали употребляться только в качестве грамматических средств. В статье рассматриваются правописание и орфографические особенности служебных слов в казахском языке, омонимические ряды некоторых служебных слов, отличия от других частей речи, правильное написание (слитное, раздельное), употребление в языке и грамматические особенности. Основная функция служебного слова – связывать между собой слова, предложения, дополнять грамматическое значение слова, к которому оно примыкает, придавать дополнительный оттенок, их значение определяется только в сочетании со знаменательными словами. По внешней форме они схожи с некоторыми окончаниями. Чтобы определить различие между служебным словом и окончанием в употреблении в языке, ставится вопрос. К слову, имеющему окончание падежа, можно задать вопрос. А к служебному слову задать вопрос невозможно. Вопрос задается только к слову, к которому оно относится.

Были рассмотрены лексико-семантические свойства, грамматические особенности и правописание служебных слов да (де, та, те), ма (ме, ба, бе, па, пе), мен (бен, пен) в сравнении с окончаниями местного и творительного (инструментального) падежа, а также отрицательными суффиксами. Для этой цели к словам, к которым прибавлены формы де, та, те, задаются вопросы кімде (у кого)? неде (в чем, на чем)? қайда (где)? Если они отвечают на эти вопросы, то с помощью примеров будет доказано то, что они являются окончаниями и пишутся слитно с этими словами. С использованием конкретных данных были рассмотрены те случаи, когда они являются служебными словами, и доказано, что общий смысл предложения не нарушается, несмотря на опущение служебных слов. Также в статье говорится о порядке слов, употребляемых в отрицательном значении, отличиях, особенностях и написании частиц ма, ме, ба, бе, па, пе, используемых в конце вопросительного предложения.

Ключевые слова: служебные слова, правописание, орфография, дополнительный вид, грамматическое значение, грамматическая форма.

Introduction

In our language, we use words that have no lexical meaning, groups of linking words that connect sentences, and sentences as grammatical methods, recognizing parts of speech as word classes or conjunctions that cannot function independently. They are an independent category in terms of internal content (meaning), external form (sound side), and activity in a sentence. The meaning of cases is determined only when the grammatical function is compared with nominative words (Iskakov, 1991a: 119).

We know that word classes were originally full-fledged lexically significant words and have gradually lost their original meaning over time, forming a new

lexical-semantic group. In the Kazakh grammar, published in 1967, it can be seen that words that had a full noun meaning later served as a link between the word and the word, but only a grammatical meaning: «Functional words developed from words with a nominative meaning. But the development of conjunction from a nominal word is a long process. It is only in a certain situation that polytheism is spent in the service of the conjunction, and for a long time remains inseparable from its basic meaning. After a long time, a new conjunction word is formed from its grammatical function as a homonym (for example, look at my face – verb, to go home – conjunction, etc.). For this reason, the words between the conjunction and the nominative are significant in our language» (Iskakov, 1967b: 220).

Materials and methods

Semantic features, spelling, orthography features of the Kazakh language which have a functional and semantic character of participle, (K.Musayev, 1964), (I.Mamanov, 1991), (I.Iskakov, 1991), (S.Isaev, 2014), (R.Amir, 2003), (I.Shakaman, 2001), based on the theoretical conclusions in the works (K. Kunz, 2015), (John Anderson, 2013), (M.Hamed 2010), (A.Mohammed 2015) of the language materials received for the analysis were taken from the fifteen-volume Explanatory Dictionary of the Kazakh literary language, fiction works.

The article uses methods of description, analysis, comparison, generalization, patterns related to the relationship between form and content, and the principles of correct writing.

Literature review

In world linguistics, word classes have been formed as an independent category for many years (Heidi Lorimor, 2007), (Carrie N Jackson, 2016). (Grigorieva, 2011: 21) classified the multifunctionality of conjunctions in the construction of parcels in Russia. There is an article by (Nemtsov, 2017: 222) and (Kozlovskaya, 2017: 223) devoted to the history of individual function words in the English language. In the works of Russian correspondents, such as (Sichinava, 2017:15), (Kraev, 2008: 68) it is noted that under the name conjunction, postposition (sometimes particle), word types are given as separate word classes and form the main core of the qualitative-quantitative functional-semantic category of the function words. And in the article by (Bychkov, 2004), some conjunctions in the Chuvash language are considered in the lingua cognitive aspect. Some scientists refer conjunctions to as a special part of speech. It explains that although function words (conjunctions) do not have their own lexical meaning, they must have a separate word class due to the features that differ from affixes and the conditionality of word grouping. In a collective monograph written jointly with other Russian journalists, E. A. Starodumova considers the function words in the lexicographic aspect.

Results and discussion

According to the scope of application, word classes are divided into three categories: conjunctions, postpositions and cases, and particles.

We know that there are some things that make it difficult to write conjunctions inside a sentence. In

the process of writing, it is appropriate to ask whether some conjunctions are written together or separately. Because whether the external form resembles a connection or is written together or separately, there are a number of linguistic personalities that are synonymous with them. The conjunction is not classified, it is not analyzed into a member of a sentence, it does not perform a syntactic function, standing alone, but connects words, entering into a syntactic connection. Now let's look at the number of conjunctions that cause difficulties in writing, which are homonymous with other classes of words, with other language personalities. For example, we will perform a syntactic analysis of a sentence to find out whether the conjunction (да, де, та, те – and, both... and, as well as, not only, but also) is written both together or written separately. If there is a conjunction, it is not difficult to guess. Because the conjunction doesn't answer a single question. The addition of the locative case answers a certain question, expressing an object relation, answering the question where or in what, it is not difficult to determine whether it performs the function of the object or the adverbial modifier. For example: I go to the movies too. Let's analyze the sentence term. I go – predicate, I – subject, to the cinema – the adverbial modifiers of place. Often writers write together: "I'm going to the movies". Such joint writing, unfortunately, leads to illiteracy. Too (де) this conjunction can't answer the question. In this article we will consider the ways of transmission, spelling, semantic features of conjunctions in orthographic dictionaries. A conjunction is a word connecting (i.e., homogeneous members, compound sentences) words and words, sentences and sentences, as their name implies. The main feature of conjunction in comparison with other function words is that it does not interfere with the word, connects words and phrases, individual members, and is not subject to grammatical transformations. Bring good fortune. I am not spoiled, I am happy, I will not come back, I will not calm down," said (M.Auezov). Ran and reached the plane and a sign that called for dinner was given. In the evening a blizzard came and the storm continued. (G. Musrepov). Repetition of a single narrative expressing the gesture "I am not frozen", "I am not calm", in the second sentence "we have reached the plane", "the sign was given" one of the ways to transfer time modifiers. At the same time, we observe the sequence of actions performed.

At the same time, it is necessary to distinguish the permissible value between the coordinating conjunction and the amplifying particle.

And the particles do not connect words, sentences, they add additional meaning to the word they pronounce: strengthen, slow down, surprise, ridicule, and questioning. Helper, supporter. Yes, in all this, your main supporter is patience (B.Shakhanov). There was an iron hook in the doorway, and halfway outside there was a real rumble, and for six days the rain drowned out “his demon suppressed” and with a faintly audible under a hundred blankets (A.Tarazi). The complement of the locative pronoun “all in all” is linked to it by the addition of the intensifying conjunction “де – too”, which gives the word an additional meaning, indicating a way of being strong. In the second sentence, the word ‘too’ combined with the pronoun-particle ‘too’ refers to the strength of the rain that has been falling for six days, as if to enliven the thought in the phrase “ his demon suppressed” by equating a phenomenon of nature with an inanimate object. And in the sentence the conjunctions (да, де, та, те

– too, also) is written separately. In appearance, it is a kind of connection with the locative case. Due to the fact that the locative case of the endings is written together with the word to which it is attached, it cannot be omitted and written down. And the conjunction is written separately and can be used with unloading or replacement by another connecting conjunctions. For example: the place where I grew up is still in my memory, I haven’t forgotten, I’ve been away for a long time, I’m close. “The place where I grew up is still in my memory, I have not forgotten” without the locative case ending cannot be said. It takes both pure thought and a consciousness that controls the mind. It takes pure thought and consciousness that governs the mind. It takes pure thought, the consciousness that controls the mind – you can omit or replace it with coordinating conjunctions. It does not detract from the lexical and grammatical meaning of the sentence. We can’t say and down the instrumental case word endings.

Table 1 – differences between conjunctions and word endings.

application, spelling of conjunctions (да, де, та, те – too, also, both, neither, that is, or, therefore, again)	application, spelling of the locative case endings (да, де, та, те – in what, from whom, when, where)	application, spelling of the particles (да, де, та, те – and, would, nor, no, even, is, really, although)
write separately from the word that precedes it, put a punctuation mark (comma). Replacement of places with other connective words, then record it.	an external person (да, де, та, те) is not written separately from the word to which it is connected, is written together, does not put commas, and cannot be written down.	in addition to the word that it combines, it does not connect the word and the word, is written separately and does not contain commas.
For example: there is no conscience, no justice in the greedy, in the stingy Karabay. He is unfaithful to both the man and the country, merciless, selfish (M. Auezov).	These thoughts haunt me every night, my blood, the river of the flowing mountain (M.Makatayev).	Although he respected Asia, inwardly he was upset that ‘this man wants to ask me questions and unwittingly talk (M.Auezov). Indifference, resentment – that was the point.

Да, де, та, те – the conjunctions is *therefore, but, nevertheless, still, again* – these words is written separately. For example: however, your opinion is reasonable. Let’s try it again. There is no sooner or later than better, leave your plan (G.Mustafin). Therefore, they are dominated by works that describe the passes of their peoples (S.Maulenov).

Да, де, та, те – conjunctions serve as links between words and sentences. It is reused when linking individual elements. Connects not only the pronouns, but also the names of the gestures. Both eyes are fixed on a note. I don’t remember how many times I played the piano. But I only remember that I sat in despair and excitement (N. Seraliev, January). The scope of these conjunctions for linking words

and word combinations is very narrow. The main function, however, is to connect similar members, words with the same name (verbs, pronouns, etc.) to each other. For example: in any case, he reluctantly looks into the face of the owner (G. Musrepov). Since we have Jamal, who is the moon and the sun, but we deceive ourselves,» he said (M. Bulatovich). The «Kazakh» target, like the ship that set out to sea afterwards, though it fogged the sea surface and hit the ship with waves, took its chances, promising not to retreat halfway, either to go down or to reach the intended ledge (M. Dulatov, Shygys.). For example: and, I, with, the conjunction is used when connecting words and phrases, sentences and sentences, without punctuation marks. For example, Abay, Mukhtar

and Shakarim are prominent figures in Kazakh literature. Conjunctions (мен, бен, пен – with) are similar in appearance to the instrumental case, but they differ from each other in writing. We can't say the instrumental case is lower. For example, the phrase is a companion with a good person cannot be said to be a good companion. And we can say that the union is lower. For example, good and bad can be said to be good, bad, or good and bad. The instrumental case ending is always written together with a word that has a double meaning when relating the preceding word to the following one.

The following function words, which serve as conjunctions, are used very frequently. It is a common noun in a sentence, a pronoun that is used as a substantive, or an adjective, a participle that connects words.

At the same time, the conjunction connects the main components of the compound verbs that are part of the pronoun, and the auxiliary verb comes with a common ending. The conjunction «with» has another special function that is unique to it. It joins the middle of single words belonging to a common verb. In this case, none of the other convenient conjunctions can go in place of the conjunction «with me». Example: There is a camel, a camel ride. The camel and the old man and the snake talked without much pause (Zh. Syzdykov). Stealing cattle, herds of horses, living among old Kazakh auls, are distant. Kerey and Naiman left this summer, herds of horses were stolen from each other and captured cattle (M.Auezov). In these sentences, the pronoun and the pronoun connecting the noun and noun cannot be replaced by the conjunctions 'with', etc. and the conjunction. The commonality of meaning will disappear.

«And» between the conjunction «with» is rarely used. It connects all common words, it connects individual words, highlighting and emphasizing them individually. It does not matter which conjunction these parts of speech belong to. The meaning of the verb binds the predicate. It is also associated with attributes that have an adjective. Punctuation marks are not placed either after or before this conjunction. For example, all Russians and Kazakhs know and respect you in their thoughts, even though Tasbai was a tall and large-bodied man, what he saw and heard was much less than a Majik (S. Mukanov). The conjunctions «and» relating to the beginning of a sentence are not capitalized, and a new sentence does not start with a conjunction. The conjunction itself is not capitalized because it lives between individualistic, obligatory, united members. Conjunctions that serve as a link between

two or three words, in which the conjunction «and» is not written at the beginning of the sentence. There must be a word in front of it. In our language the form « and « is found, in a sentence not spelt together, the conjunction consists of « and «. For example: Let such enemies be illiquid, but I have enough strength to graze cattle, to fight for service, for parish, vying for power (Abay). Pronouns associate meanings, nominative actions, and some nouns to the conjunction of «with». There is not enough energy, not enough strength to get to the goal as quickly as possible, an inexhaustible buzz, there is a push, patience and triumph are the same (M.Magauin, Blue Tower). A new and high social status will now be won through fair competition, business, education, culture, and qualifications. It cannot and should not be otherwise («Independent Kazakhstan»). And today the breath of Kipchak and Abulkhair Khan beats on the same hill. Yesenberlin). For the first time in my life, loneliness and fear were very oppressive (A.Alimzhanov, Shygys.). When combining names with words, conjunctions (with) and case endings are connected with the second. For many centuries, our native people have been carefully preserving their spiritual treasures, the culture of the nation, songs, and Kui, legends, and sagas, noble works of masters of art from ten fingers (Sh. Sariev, Araily.). When digging bluestone and sandy soils-a rustling shovel, a rustling voice (I.Yesenberlin, prudent.). If we talk about power and wealth, then you will run away. Both the ram and the horse are old, two disobedient peers. From two warring countries (M. Zhumabaev, Shygys.).

The conjunction « and « the name is associated with both words and verbs in a convenient ratio. For threshing the chest and knees of a child, beautifully sewn flat brushes and knees are made of fabric (X. Argynbayev, Kaz. family.). The growth of a person who entered millet of high and dense origin, like a branch of a reed, is not visible (S.Mukanov, the year of growing up.).

At the same time, coordinate sentences serve to concretize and complete a certain thought in a convenient sense. There is also a domestic deer. In addition, it is important to remember that the people who live in it can drink milk, eat meat, wear fur, and cover their homes with fur (M.Dulatov, ext.) Expensive wool of this sheep. The production of wool and sheep fur here is expensive and requires a lot of Labor (S. Kozhanbayev, fishing profession.).

Below is a table from 1960-2013 in spelling dictionaries published in the intervening years, you can see the rendering of the conjunction «however». In the 1960s and 1963s, the conjunction «how ever»

was written separately. In the Dictionary of the Kazakh Literary Language:

The word «However» is an abbreviation of the conjunction «however». The cost of expressing soviets is, however, what to say, and there is no

soul of knowledge in the cost (Abubakar Kerderi, My Kazakh). Therefore, in the spelling dictionary of 1963, « however « was included in the first register. In the dictionaries of the remaining years, the word «however» was not included in the register.

Table 2 – Spelling dictionaries for the period from 1960 to 2013.

1960	1963	1978	1988	2001	2007	2013
However алай да	алай, алай да	алайда	алайда	алайда	алайда	алайда
Like сықылды	As...as... сықылды	сықылды ж. секілді, сияқты	-	-	-	-

Among the conjunctions «as if, like» there is no last origin of the compound «as if» in dictionaries, because «as if and like» are only different phonetic variants of the same word. L. Z. Budagov claims that the word is formed from the subordinate suffix to the root «as if». «This is confirmed by the following data. «As if (as), likeness, appearance, external feature, color, shape, appearance» (RSS), «appearance, face, image, a figure» (BSL.). The name «as if», named in the future, in its sound composition most resembles the sound of this word «as if», which has passed from the Arabic language. Of course, the lexeme « as if « in the Kazakh language is always accompanied by a suffix. Therefore, in some studies, it is considered in several linguistic phenomena that are completely divorced from its lexical meaning, used only as a single modal word.» (Kazakh grammar). Among the particles of conjunctions that give the meaning of amplification, i.e., giving meaning, the meaning of individual words and phrases that give an additional amplifying tone, we include those (and), and those (and) that express doubt, conjecture, distrust, sneer, stutter in a sentence, and those (and) that are spent on a certain thought, are written with a hyphen by the word in front of it. For example: “Animals and horses feel like villagers, not like other animals! And look, he was beaten without a whip», – says the guy, admiring the character of the horse (A.Nurpeisov). He is the one who runs between school and home (Sh. Komarova). He did as he was told. He is strong in his words, «citizen», it is strange that sometimes they are lucky (M.Shakhanov). This is a terrible trap, an old man saw and spread rumors that normal (A.Tokmagambetov). And also everywhere, the particle amplifier (wow, whoa, oh, you) – the word is written with a hyphen, and the former

particle itself. And as part of the conjunctions of the lowlands, «Wow, whoa, Oh, you» are not written separately, but written together. For example: – Wow, he was wrong, and if he hadn’t gone to look for something, then a person wouldn’t have gone, – said (S.Sharipov). Wow! I looked passionately at you, Galia, at your eyebrows, at your neck as white as the sun, at your blackberry eyes (S.Mukanov). Interrogative particles are often used in a sentence after the predicate and are written separately. Interrogative particles are «if, really, is». But after the verb, there are grammatical errors in the use of interrogative particles. Many writers in our language are grossly mistaken in the spelling of the verb form used before these particles. This personality structure is considered correct. For example: did he go? is it clear? is he going? can you say? And whether it is – is it go or – is he go is considered a mistake. For example: is he go? is he say? do you want? will you give? – is a grammatical error. If the sentence is not used in the sense of a query, then it has nothing to do with interrogative particles, then the participle of instantaneous past tense suffixes that connects after the sentence is correct, not erroneous. This usage is often used by a third person. If the suffixes (dy, dy, ty, ti – s, es, ies) are added to the root of the verb without the preposition, it is considered to be the suffix of the past tense. For example, He went to work. Turns into a question: Did he go to work? Even in the interrogative sentence, this person (go) remains and does not change. After the participle, the suffix -s is not pronounced or written in the interrogative sentence. For example, He goes to the cinema. Let’s turn it into a question: Does he go to the cinema? Will not go. That is, in the interrogative sentence, when the interrogative particles are

attached to the future tense of the predicate, the suffixes *s*, *es*, are not used. If we analyze the word structure, the root is «bar, -a « is the prepositional suffix, «-in» is the third person form of the participle. Here is an example from the works of famous classic writers: Sister-in-law, can you find yeast in your house? I would like to make dough (T.Akhtanov). But can a person live without dreams? We, too, could not live, we began to realize these vague fantasies (And. Yesenberlin). If we turn it into an informative sentence: can find yeast, can live. These are properly designed applications. And we write down the suffix of the interrogative sentence. In our language, there is a particle that expresses the meaning of the question in a compound word. It is important to remember that in the pronunciation it is pronounced as «шы, ши», but in the spelling, it is written as «ше». For example: if this train goes like this, then I agree. But what if it doesn't go that way, but Goes West? (B. Sokpakhbayev) (pronounced – walking). Well, what about the Doga – ше? Doga is a man from the suburbs, a son of a hostel in the city (Zh. Aimautov) (pronounced – Doga – шы). Among the word classes, you can find several words that are used both as adverbs, post-positions, and cases. These words include: since, after, then, before. They cannot tell which of these words is a word-class and which is an adverb. We distinguish these words only by asking questions.

For example, the case postposition «after» wants the word before it to be in the form of the ablative cases. These case postpositions are used only in combination with nouns, pronouns, participles in time, place meanings. As a conjunction, it is necessary to add meaning to a word by combining it with the word before it. And when is an independent complement, expressing time, period, period of action, needed to be a complement? since when answers the question. For example, A few days later we were taught to fly in pairs and formation as a link (T. Bigeldinov). However, these circumstances in the initial productions of the play will be touched upon later (F. Orazayev). After the first sentence, the case postposition is combined with the word in the ablative case, that is, in a few days it only adds color to the time meaning of the word, and after the second sentence, we can ask the word, when in the sentence? He spends his time working as a finisher, answering the question (*when* to pay attention? – to pay attention *later*). A homonymic series of the word «a long time ago». For instance, ten years ago, Kunanbai came to the village of Alshynbai to woo

and decided to give Dilda to Abai as a wife. (M. Auezov). Before spinning web the wool is combed and smoked. After spinning it is spun with a squirrel and the yarn is reeled off (S. Mukanov). In the first sentence, the word «ago» is the question «when?», the answer to which the sentence serves as an adverbial modifier of time. In the second sentence, the word with the ablative case (from weaving knitting) has an additional shade. When will he pull the wool? Before weaving by knitting – we answer.

Conclusion

To find out the correct spelling of conjunctions in a homonymous series, together or separately, without confusing them with other linguistic persons, it is necessary to perform a syntactic analysis of the sentence in which they meet and distinguish them only by asking a question.

The conjunctions «and» should not be confused with the locative case endings, the suffix of the negative verb «less», the conjunctions «with, and» with the instrumental case endings. In order for ending to become a suffix, it must answer the questions who, what, where, what, with whom, connect to a compound word and be written with that word.

The conjunction is always written separately, it can be dropped between words or replaced with another conjunction. As for the ending, the sentence is not clear, the sentence is grammatically incorrect without language tools. For example, He is studying at school (Where is he studying? – At school). Let's write the ending «ing, at»: He is study school. The sentence is not clear. Both schools and colleges will take part in this competition. What is involved? – What is involved? – You could say that both the school and the college will take part. You can assume that the school and the college will take part in the competition and replace it with conjunction, it does not break the logical connection, it is not considered an error, the meaning of the sentence does not change.

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